

SHOW ME EXCELLENCE

**Assessment in Missouri
Public Colleges and Universities**

Missouri Coordinating Board for Higher Education

December 1987

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FOREWORD

Shalla R. Aery
Commissioner of Higher Education

In 1985 The National Governors' Association Task Force on College Quality, chaired by Missouri's Governor John Ashcroft, held hearings on assessment and concluded that "It was clear that most colleges and universities cannot demonstrate that student learning is occurring and cannot determine with any reasonable certainty the quality of their programs, their curricula, or the quality of teaching." In the past two years there have been at least five other national committees examining higher education and commenting on the need for its improvement. The issues of accountability and assessment have become important in state funding and public policy discussions.

In 1986 the Education Commission of the States (ECS) suggested three principles of assessment and urged colleges and universities to confront and resolve assessment policies in concert with their state officials. These ECS principles, which guided Missouri's efforts, are the following:

- Distinguish between assessment and testing;
- Use more than standardized tests of basic skills to measure the outcomes of undergraduate education; and
- Use assessment to improve teaching and learning.

The latter principle cautions state decision-makers not to confuse assessment for screening and accountability with assessment as a means of improving teaching and learning. This important principle also reminds educators and state policy makers that assessment is not an end in itself and to "document performance is not necessarily to improve performance." The appropriate focus for assessment programs and the improvement of instruction and related educational outcomes is the institution. However, educators must not lose sight of the original impetus for the public's interest in assessment: the concern that college graduates do not always possess adequate communication skills or critical thinking abilities.

In Missouri, assessment is considered an integral part of each college's and university's strategy to improve teaching and learning and of the state's strategy to monitor the effectiveness of its system of higher education. One of the institutional assessment programs that Missourians are very proud of is the "value-added" project at Northeast Missouri State University. The most important aspect of Northeast's program is its emphasis on the improvement of teaching and learning. In the Northeast program the process for developing the value-added approach and the uses to which the

results are applied are clearly aimed at instructional improvement. However, since institutions are diverse, assessment techniques must reflect this diversity and Northeast's approach is not necessarily appropriate for everyone. Because successful assessment initiatives have an essential role in instructional improvement, assessment programs in Missouri have been initiated at the institutional level and are specific to the individual college's or university's mission and purpose.

According to literature on the ECS assessment, there are certain characteristics that appear to be common to successful institutional assessment programs:

- Willingness on the part of the institution's administration and faculty to define educational outcomes commensurate with the institution's mission.
- Willingness to assess performance in meeting the goals so as to improve teaching and learning; and
- Willingness to make general assessment results available to the public.

The material that follows is a description of the status of assessment initiatives in Missouri's public colleges and universities after the first year of statewide effort. A variety of these activities has been in place for some time while others are quite new or still in the development stage, but much has been accomplished in a relatively short time. This material demonstrates that Missouri's public institutions are conscientiously endeavoring to implement comprehensive assessment systems dedicated to improving instruction and learning outcomes. As such it should serve as a beacon of encouragement both for those who are initiating assessment programs and for those who have doubts about higher education's ability to respond to the public's concerns regarding qualitative outcomes.

SHOW ME EXCELLENCE

Assessment in Missouri Public Colleges and Universities

An Overview

The state of Missouri and its public higher education institutions are leaders in the movement to expand and strengthen assessment of higher education and the learning experiences of students. Northeast Missouri State University has had for several years national recognition as one of the founders of the assessment movement. Moreover, in the past year a number of major initiatives in Missouri have focussed attention on the assessment issue and have facilitated the efforts of all of the state's public institutions to complete those steps necessary for a successful assessment program: to articulate more clearly the kinds of assessment activities in which they are already engaged; to integrate disparate existing activities into a more coherent process; and to initiate new activities that would complement existing efforts and would reflect each institution's mission and unique heritage. These support efforts have included the Coordinating Board's statewide conference on assessment and Governor John Ashcroft's challenge to all of the institutions to develop appropriate assessment activities as well as the efforts of the two-year and four-year public institutions to develop cooperative approaches to assessment through their state-level associations, the Missouri Association of Community and Junior Colleges and the Council on Public Higher Education, respectively.

As a consequence of these circumstances, the past year has been a period of substantial ferment and innovation at all of the public institutions as they have moved quickly to respond appropriately to the public's expectation that the faculty and administration at higher education institutions should develop means to assess and evaluate as a whole the educational experiences of their students. In order to ascertain the status of each institution's efforts to develop an integrated assessment program, the Coordinating Board asked each institution to provide a written description of each of its assessment projects, including information on the number of students involved, expected outcomes, and specifically related expenditures. The Board has received a voluminous response as a consequence of this inquiry. This booklet, SHOW ME EXCELLENCE: Assessment in Missouri Public Colleges and Universities, is a summary of these institutional reports. Only by actually reviewing this material can a reader get a true picture of

the richness and diversity that characterizes assessment in Missouri. However, a quick overview of assessment in Missouri is provided by the attached table.

Although the assessment table includes a substantial amount of detail, it actually obscures much of the variety of the assessment effort at Missouri's institutions. This is true because the process of assigning a variety of activities into only one of a few general categories tends to overstate the similarities among institutions' efforts. More than a hundred separate assessment projects have been reported as underway or in the advanced planning stages. Collectively, these projects will affect more than 100,000 students and will involve the direct expenditure of approximately \$2.7 million. It also seems clear that each institution has tended to tailor its assessment program to its mission and the needs of its students.

Keeping in mind the limitations of the assessment table, quick comparisons among the programs of the institutions reveal interesting differences and similarities. Although all institutions encourage their students to submit ACT test scores, and most test residually those students that have not taken the test, only four institutions use the test results as a definitive component in their admission process. However, all institutions, both two-year and four-year, use the ACT or some other type of instrument for placement purposes to ensure that a student enrolls in courses compatible with his or her preparation and/or abilities. All of the four-year institutions have also taken steps to evaluate the learning experiences of their students in the general education component of the baccalaureate curriculum as well as the major itself. Although approaches vary, administration of the ACT COMP examination to assess the general education requirement and of subject area specialty examinations to graduating seniors to assess the major requirement are common techniques. Wide use among all institutions is also made of survey instruments to determine student, alumni, and employer satisfaction levels with the educational experience received. Finally, a few institutions have made the choice to establish free-standing assessment centers as administrative units to coordinate their institutional efforts in this area.

While details vary, the similarities within the two-year and four-year sectors are more marked than they are between the two sectors. This fact is clearly linked to differences in missions and clientele served. Both groups make extensive use of placement procedures and survey devices, but the use to which these items are placed seems broader in the two-year sector. The baccalaureate institutions appear to place greater formal interest in the curricular structures of their general education sequences and

INSTITUTIONAL ASSESSMENT INITIATIVES, 1987-88

INSTITUTION	ACT	PLACE- MENT	JEN. ED.	MAJOR	SURVEY	OTHER	STUDENTS INVOLVED	EXPND.
<hr/>								
<u>Four-Year Colleges</u>								
Harris-Stowe		X	X	X	X		620	\$70,500
Southern	X	X	X	X	X	A	1,850	\$78,000
Western		X	X	X	X	A	3,300	\$122,300
 <u>Regional Univ.</u>								
Central		X	X	X	X		4,140	\$400,000
Northwest		X	X	X	X		13,460	\$65,600
Southeast	X	X	X	X	X	P	7,420	\$134,000
Southwest		X	X	X	X		4,000	\$311,000
 <u>Statewide Lib. Arts</u>								
Northeast	X	X	X	X	X	E	16,550	\$56,400
 <u>1890 Land-Grant Univ.</u>								
Lincoln		X	X	X	X		770	\$100,000
 <u>1862 Land-Grant Univ.</u>								
University of Mo.	X	X	X	X	X		7,000	\$733,900
 <u>Community Colleges</u>								
Crowder		X			X	M	660	\$39,200
E. Central		X			X	A,E	500	N/A
Jefferson		X				P,M	5,280	\$20,900
Metropolitan		X			X	A,M	7,750	\$97,600
Mineral Area		X				E,M	2,030	\$61,300
Moberly		X			X	M	1,410	\$7,300
St. Charles		X				M	700	\$2,200
St. Louis		X			X	E,M	22,200	\$250,000
State Fair		X			X	A,M	19,980	\$127,600
Three Rivers		X			X	M	350	N/A
Trenton		X				M	530	\$6,400

NOTE: N/A denotes that information is not available at this time.

KEY: ACT: Use of ACT entrance test for admission purposes.
 PLACEMENT: Use of institutional exam, ACT, or other national exam for course placement.
 GEN. ED.: Testing outcomes of required general education program, or portions thereof.
 MAJOR: Measurement of knowledge acquired in major area of study.
 SURVEY: Use of survey instruments (alumni, employer, student, etc.).
 OTHER: A=Administrative unit for assessment coordination.
 E=Exit assessment.
 P=Degree program admission testing.
 M=Miscellaneous assessment programs.

STUDENTS INVOLVED: Approximate student count; students involved in multiple projects are counted more than once.
 EXPND.: Institution reported expenditures, rounded to nearest \$100.

degree majors through the use of specialized testing instruments while the two-year institutions strive to achieve similar objectives by focusing more closely on the results of placement testing and follow-up surveys. A rationale for these differences may lie in the fact that community colleges have relatively less flexibility to define the specifics of their curricula. That is, general education requirements tend to be driven by Missouri's articulation guidelines and four-year institutions' requirements while the specifics of vocational majors reflect the demands of the marketplace. The consequence of this situation seems to be that at the two-year institutions there is a relatively greater emphasis on a student-oriented, individualistic approach to assessment while at the four-year institutions there is more of a focus on the formal structure of the educational experience. Given the overall differences between the two sectors, this relative emphasis does not seem inappropriate.

In conclusion, then, Missouri's institutions appear to be making excellent progress toward the implementation of assessment programs that will increase their accountability without imposing inappropriate constraints on institutional diversity and the necessity to be responsive to differing student clienteles. It is hoped that the publication of this booklet will foster even greater interest in, and support for, assessment programs by providing evidence that assessment can support institutional missions and can draw positively upon the creativity of faculty and staff to address an issue of great significance to the public.

December 1987
Jefferson City, Missouri

FOUR-YEAR COLLEGES

Harris-Stowe State College

PROJECTS

Placement

Description: All entering students with 32 college-level credit hours or less, including all freshmen and some transfer students, are required to take a battery of diagnostic/placement tests.

Number of students involved: Approx. 300

Expected outcomes: These diagnostic tests identify student academic strengths and deficiencies in key basic education areas. The resulting data are used primarily for the placement of students either in college-level or developmental (remedial) courses.

Cost: \$3,000 per semester

Skill improvement

Description: All students placed in remedial courses as a result of diagnostic testing are given a different form of the same test at the end of the course.

Number of students involved: Approx. 200

Expected outcomes: The data generated is used to facilitate further student placement. Experience has shown that a significant number of these students overcome their specific academic deficiency through the remedial courses. The posttesting enables the college to be objectively certain that students needing remediation are adequately prepared before attempting college-level work.

Cost: \$1,000 each semester

General education

Description: Near the end of their sophomore year, all students are required to undergo the sophomore academic assessment, which is based on a review and analysis of the student's record.

Expected outcomes: This project's components are designed to ensure that the student has completed all general education course requirements, achieved an acceptable GPA, met the college's penmanship proficiency requirement (not applicable to urban education majors), met Missouri's basic education competency requirement (including Harris-Stowe's alternate plan CAT score with applicable remedial work), and successfully passed the personal interview requirement before the governance committee of the degree program concerned.

Major field experience

Description: All students enrolled in the major field experience of their professional degree are supervised and personally observed in the field by college professors. Each observation is treated with follow-up consultations involving both the student and the faculty observer. In addition, the cooperating teacher or job person in the field supervises and counsels the student while in the practicum.

Number of students involved: Approx. 65 each semester

Expected outcomes: The data generated provides both the college and the student with first-hand information bearing on the student's "hands-on" performance and skill. Such data and the experience itself are of invaluable assistance in the professional development of the student and provide the college with a measure of the effectiveness of the programs which prepare the student for the field experience.

Cost: \$30,000 each semester

Follow-up surveys

Description: The graduates in a recent fiscal year (summer, winter, and spring) were selected for a pilot follow-up study. The study attempts to compare pre-service expectations with actual experience, ascertain the graduate's self-evaluation as a classroom teacher, obtain the principal's evaluation of him or her as a classroom teacher, and to learn how the graduate's peers evaluated them as a teacher.

Number of students involved: Complete data obtained on only 14 although 50 responded out of a total of 83.

Expected outcomes: The data generated should give a reasonably accurate picture of the effectiveness of the teacher education program and guide revision and strengthening both in courses required and in field experiences.

Cost: \$2,500

Possible additional assessment

Description: Consideration is being given to initiating a "value-added" assessment program in which the diagnostic/placement data on each student would be compared to similar kinds of data obtained from appropriate tests and assessment procedures given at the end of each student's college program. In addition, each entering student would be given an interview as a basis for recording various kinds of personal data. Some discussion will be requested with the faculty/staff committee at Northeast Missouri State University. Expenditures cannot be determined at this time.

Missouri Southern State College

PROJECTS

General education

Description: This project, begun in 1986, administers the ACT-College Outcome Measures Program (COMP) to the entire freshman class, a sample of fifth semester juniors, and all of the graduating seniors.

Number of students involved: 1,450

Expected outcomes: Data will be used this year by faculty and administration in the college's review of its general education program.

Cost: \$33,000

Knowledge in the major

Description: This project is being phased in during this year, with different departments in the process of developing discipline specific assessment measures. During 1987-88 students in education, nursing, and dental hygiene will be assessed using nationally normed exams.

Number of students involved: 400

Expected outcomes: These exams will permit faculty in the departments to compare performance of their graduates against that of students across the country.

Cost: \$15,000

Office of outcomes assessment

Description: Southern will hire a part-time coordinator, a part-time secretary and equip an office to administer the outcomes assessment project. As additional assessment measures are developed for the majors and as plans for surveying graduates and employers continue to develop, the establishment of this office will provide the logistical and administrative support necessary.

Cost: \$30,000

Missouri Western State College

PROJECTS

Admission and placement

Description: In Spring 1987, Western upgraded the level of reporting from American College Testing (ACT) related to the performance of entering students on the ACT test.

Number of students involved: All incoming freshmen.

Expected outcomes: This change will provide the institution with more specific predictive data on incoming freshmen relating both to particular courses and various population groups.

Cost: \$1,000

General education

Description: The use of the ACT-College Outcomes Measures Project (COMP) is anticipated. Initially, it will be given to a random sample of all levels of students, to generate advanced predictive data. Based on the result of this initial study, it is envisioned that the test will be given to all students at the end of approximately 60 credit hours (the completion of the general education requirement) and just prior to graduation.

Number of students involved: 400 to 500

Expected outcomes: This program is expected to give a broad indication of success of the general studies area and will provide the basis for comparisons in terms of development and retention of those skills and knowledge after two and four years.

Cost: \$20,000

English-writing skills

Description: Since writing skill proficiency is often equated with student literacy and Western's mission statement includes the development of such skills, assessment in this area is of the highest priority. A three part program, including both the basis and means for assessing these skills, is currently under development.

Number of students involved: Nearly 1,000

Expected outcomes: The program centers on placement and exit proficiencies within the English composition course sequence and includes the development of a student data base to provide information on the nature and success of composition students and to provide recommendations for revision of the program.

Cost: \$19,000

Mathematics skills

Description: A two part program is planned for the measurement of skills in this area. A data collection portion will include various high school performance indicators, composite and math ACT scores, and indicators of college mathematics course performance. The second portion is the planned phasing in of a mathematics examination, probably the ACT. The test will be administered in the spring of 1989 to all students entering this fall who have completed the required mathematics work. In addition, a random sample will be tested this year to refine the testing instruments and techniques.

Number of students involved: Approx. 100 in 1988 sample test.

Expected outcomes: Western offers mathematics courses serving the functions of remediation, basic skills, and preparation for continued study. This assessment program seeks to determine the extent of significant student growth in basic mathematics skills occurring during the first two years of the college career. In addition, it will provide information to refine the advisory/placement process and increase the effectiveness of instruction.

Cost: \$8,000

Knowledge in major

Description: Western plans to identify a number of departments which will begin to study existing national examinations as well as the possibility of institutionally developed tests. This will begin to prepare the departments for discipline-specific knowledge examinations, some of which might be exit exams.

Number of students involved: Eventually, most graduates.

Expected outcomes: The purpose of this program is the measure of specific knowledge in the student's area of specialization.

Cost: \$9,500

Post graduation follow-up

Description: The development of a more comprehensive follow-up system than is now in use is anticipated to gather and analyze job placement information of students after they graduate.

Number of students involved: All graduates.

Cost: \$3,000

Assessment coordination and analysis

Description: The assignment of an administrative assistant half-time, a research analyst one-quarter time, and other personnel is currently taking place.

Expected outcomes: The administrative personnel will coordinate the assessment activities and attempt to provide liaison among the various assessment subcommittees. The research personnel will work with individual departments on information gathering and manipulation issues as well as the examination of other possible tests for administration.

Cost: Coordination-\$26,000 Analysis-\$10,800

Center for excellence in teaching

Description: This project will provide opportunities for faculty to improve their teaching through such mechanisms as sponsoring on-campus conferences or workshops on teaching methods or techniques, faculty self-evaluation resources such as videotape, developing materials for assisting faculty in dealing with specialized student populations, etc.

Expected outcomes: The primary element in quality instruction is a well-trained constantly improving group of faculty members. The goal of this project is to provide opportunities for faculty to improve teaching and work on any types of deficiencies that might be suggested by assessment.

Cost: \$25,000

USES OF ASSESSMENT DATA

Western has established several goals for this educational assessment program. They include the development of assessment materials, examination of the philosophy and process of remediation, positively impacting student retention, development and expansion of the student database, comparison and evaluation of the effectiveness of teaching methods, and determining means of strengthening the basic skills of students in the areas of mathematics, English, and writing.

REGIONAL UNIVERSITIES

Central Missouri State University

PROJECTS

Mathematics placement

Description: Prior to enrollment, freshmen will take the Advanced Algebra Test, or another measure if more appropriate given the student's background.

Number of students involved: 1,250

Expected outcomes: The score on the test, together with the ACT mathematics subscore and high school math grades, will be used to place the student in the appropriate course.

Cost: \$16,000

General education

Description: Mathematics. To evaluate the knowledge gained through the general education requirement in mathematics, an alternate form of the Advanced Algebra Test will be administered during the final week of the course.

Number of students involved: 1,300

Expected outcomes: Student scores on this test will be compared with those earned at placement to determine the "value-added" and mathematics competency. If applicable, the advanced test score will determine readiness for calculus.

Description: English--writing assessment. The English department plans to use the ACT subscore for placement within the composition sequence. In addition, the department is planning three pilot studies to determine how best to assess writing skills. To provide a standardized score for the evaluation, the ACT will be administered to some students in each group.

Number of students involved: 400 in each pilot group.

Expected outcomes. Through the use of these pilot programs, CMSU seeks to develop a highly effective writing assessment program.

Cost: \$60,000

Description: Writing across the curriculum. This project will focus on emphasizing writing in courses throughout the university, so that students will gain more writing experience within a variety of settings as well as a greater appreciation of the need for writing skills. The initial focus will be upon faculty awareness, how to incorporate more writing into individual courses, and how to evaluate written material.

Knowledge in the major

Description: All departments. Departments are continuing to identify assessment objectives and to either select or construct an instrument to measure those objectives. It will take approximately three years to have this system fully operable for all academic programs. All data will be fed directly into the process of program improvement through its inclusion in the program review process.

Description: Business and economics. Plans are to assess all majors in this area during FY 1988. As a part of a capstone course, students will participate in the Core Curriculum Assessment Program (CCAP), which covers seven core areas within business.

Number of students involved: 130

Cost: \$25,000

Description: Mathematics. This project, although still in the early developmental stages, will require that a student earn at least a "C" in any course that is a prerequisite for another. There will be internal monitoring of grades, mid-point assessment, an exit exam, and a survey of alumni and their employers.

Number of students involved: In 1987, 56 students earned math degrees and there were 206 students in the program.

COST

During the 1987-88 academic year, every student and academic program should be affected positively by these activities. Approximately \$400,000 will be specifically directed towards these efforts. Over \$100,000 has been budgeted to provide testing and analysis support of all assessment activities including "student satisfaction" surveys and efforts in alumni and placement follow-up.

Northwest Missouri State University

PROJECTS

Placement and diagnosis

Description: This fall's first-time, full-time freshmen will be given a balanced battery of tests during Northwest's new week long orientation. This battery will utilize the Degrees of Reading Power Test, essay questions based on the Florida College Level Academic Skills Test (CLAST), and a locally-authored mathematics placement test to assess entering skill levels for reading, writing, and mathematics respectively. In addition, the science and social science subtests of the Stanford Test of Academic Skills (TASK) will be used to provide information related to student preparation for key components of the current general studies courses.

Number of students involved: 1,274

Expected outcomes: Each advisor and student receives a copy of the test results and recommendations, placement decisions, and advisories. This information is used by advisors and mentors to enhance dialogue and decision-making about advising and scheduling decisions, a factor in successful persistence of students. The TASK evaluation will also produce "performance" advisories so area feeder schools can consider the impact of their programs on the young people they send to Northwest. The reading assessment program has resulted in the addition of extra sections of a developmental reading course to allow low ability students access to a course that would prepare them for college-level reading.

Cost: \$20,307.05

Development and improvement

Description: This portion of the assessment program incorporates several diagnostic surveys to ascertain and respond to specific behavioral patterns that lead to less effective student performance. Posttesting is the first strategy and involves retesting a sampling of students at the conclusion of certain course experiences to note specific score improvement. Student reported faculty evaluations are collected through the Instructional Development and Effectiveness Assessment (IDEA) system developed at Kansas State University. During orientation freshmen are given a survey of student habits and attitudes (SSHA) to elicit each student's profile in matters such as "work avoidance," "need for recognition," and "intellectual orientation." Finally, the Canfield instructional/learning styles inventory, the Jackson personality inventory, and the Myers-Briggs inventory will be studied on a limited basis next year as tools to describe the learning preference styles of both instructors and students.

Number of students involved: Varies from 7,216 for IDEA to 50 for learning style inventory.

Expected outcomes: First, these programs will provide individual corrective feedback, information about alternative and more productive behavior, and reinforcement for attempts to make progress. Secondly, individual participants will receive group scores for purposes of comparison. Finally, staff will interpret both individual and group scores, plan appropriate information sessions, and monitor progress. These elements of feedback, alternative strategies, and reinforcement of progress tie directly to attempts at effecting positive changes in participants in the learning environment.

Cost: \$7,300.82

Outcomes

Description: Multiple measures are used to assess student outcomes. Northwest utilizes several of the surveys contained in the ACT Educational Survey Service (ESS) to address the concerns and needs of specific target populations including entering freshmen, student body samples, alumni and withdrawing students. Northwest also participates in American Council on Education's Cooperative Institutional Research Program (CIRP) survey of freshmen. C. Robert Pace's survey of college student experiences has been incorporated to gather specific information about the academic and social sophistication of the student body. Northwest plans to offer the National Teacher's Examination (NTE) core battery and the field examination during all national test dates since it became a test site last spring. Finally, the ACT-COMP objective form was given to both the freshmen classes of 1986 and 87 and to a volunteer sample of seniors and sophomores. In addition, the Academic Profile Test (APT) from Educational Testing Service will be pilot tested.

Number of students involved: From 4,904 for COMP to 29 for NTE.

Expected outcomes: The outcomes segment of the assessment program is designed to ascertain the quality of the university experience and to study the impact of programs and emphases on the intellectual, social, and ethical development of students. Information related to the student body's use of and reaction to recreational, cultural, and academic resources can provide valuable tools for university planners in several areas.

Cost: \$37,975.63

Southeast Missouri State University

PROJECTS

Admission and placement

Description: All regular freshmen are required to take the ACT and beginning in Fall 1988, a composite score of 15 or a high school GPA of 2.5 will be required for regular admission. In addition, all entering freshmen are placed in developmental courses in mathematics and reading based on a combination of the ACT composite and the appropriate sub-score (mathematics or social studies) and in English based on a required institutionally developed test. All students entering the nursing program must have an ACT composite score of 18 or above.

General education

Description: A sample of students at the sophomore and senior levels will take the ACT-College Outcomes Measures Program (COMP) to determine general program effectiveness. In addition, outcomes measures are to be incorporated into the design of each course approved as a part of the University Studies program, Southeast's general education program. Assessment procedures are coordinated so that summary results are available on the program as a whole.

Number of students involved: ACT-COMP--149 in Spring 1987

Knowledge in major

Description: All students, as a graduation requirement, must pass a test of writing competence after they have completed 75 semester hours of credit. Students in various programs must take external exit or licensing examinations.

Follow-up survey

Description: An institutional follow-up survey of graduates is carried out annually.

COST

Total expenditures for assessment activities in academic year 1986-87 were \$134,000. This includes \$25,000 to cover the direct costs of institution-wide programs, \$13,000 for direct costs of departmental academic major programs, \$18,000 for faculty and staff development activities associated with assessment, \$9,000 for computer support, and \$69,000 for administrative, professional, and secretarial staff.

Southwest Missouri State University

PROJECTS

Knowledge in the major

Description: Academic departments are being encouraged to develop and/or select assessment techniques with the program at the University of Tennessee-Knoxville serving as the model. Small grants will be available for this process with special encouragement for strategies involving senior projects/theses, senior examinations, and the use of outside examiners. Several departments have activities underway including the chemistry and business departments.

Number of students involved: No estimate

Expected outcomes: This component of the total assessment project will be at the top of the agenda for the newly formed Center for Assessment and Instructional Support since evidence suggests that the higher order intellectual skills (problem solving, critical thinking, creativity, etc.) are measured most effectively in this setting. As many as one-half of the academic departments could elect to participate this first year.

Placement

Description: Several faculty members will be given half-time assignments to work on establishing a diagnostic testing system for all first-time students beginning in the fall semester of 1988. Testing will probably take place during student orientation and the results will be combined with ACT scores and high school data to assist with proper student placement in classes. The English department has taken the lead in this area by introducing in Fall 1987 a diagnostic essay (utilizing a technique developed for the City University of New York (CUNY) system) for all students enrolled in entry level composition courses to identify remedial needs.

Number of students involved: Approx. 4,000

Expected outcomes: The central goal of this project is the development of a strategy for identifying the basic skill abilities and remedial needs of entering students, particularly in language, mathematics, and reading, for use in student placement and advisement activities.

General education

Description: The general education portion of the assessment project will not be implemented before the 1988-89 academic year because the institution is currently engaged in a broad review of its general education program. However, Southwest will participate in the national norming study of a new general education assessment instrument developed by the Educational Testing Service. In addition, a writing laboratory has just been established on campus and consideration is being given to the establishment of a similar lab to support remedial and general education work in mathematics.

Follow-up surveys

Description: Plans call for the development of surveys of active students, withdrawn students, alumni, and employers to be initiated during the 1987-88 academic year and to be continued regularly thereafter. Once again these efforts will be modeled on work done at UT-Knoxville.

Expected outcomes: Studies will focus on several factors including rates of job placement, placement in graduate and professional schools, and possibly any external recognition earned by both students and alumni.

COST

The Center for Assessment and Instructional Support was created to provide the support, coordination, and assistance necessary to implement a successful assessment program. The 1987-88 budget for the center is \$311,000 and includes such items as salaries for Center personnel, costs for use of some standardized testing instruments, development and implementation cost for assessment instruments in the major, etc.

USES OF ASSESSMENT DATA

The data generated through these activities will be utilized in a variety of ways including, but not limited to: placement of beginning students, stimulation of campus thinking and reform in all educational areas, strengthening of programs and courses, stimulation of faculty awareness and concern for teaching excellence, and generating reports for the public.

STATEWIDE LIBERAL ARTS

Northeast Missouri State University

PROJECTS

Admission and placement

Description: Freshman entrance exams. The ACT assessment is strongly recommended for all freshmen entering Northeast and is administered to any student who enters without an ACT score. During the freshman year, 100 percent of the new students are administered the ACT College Outcomes Measures Project (COMP) objective test.

Number of students involved: Approx. 1,500

Expected outcomes: These exams provide baseline data for future analysis using the value-added technology. The test data is utilized as an admission factor and has been found to correlate with college GPA. This project has resulted in clarification of student expectations, increases in student involvement, and improved student achievements.

Cost: \$3,850

Description: Math placement tests. All accepted first-time freshmen are required to take this locally developed test as a part of the summer orientation process.

Number of students involved: 1,500

Expected outcomes: Test results are utilized for academic advising to place students in college algebra, pre-calculus, calculus, and other classes. Student performance in math will be improved by placing each student in a math course with the appropriate degree of difficulty.

Cost: \$550

Student surveys

Description: Summer orientation student survey (SOSS). This is a locally developed survey administered to first time freshmen.

Number of student involved: 1,000

Expected outcomes: Information is collected regarding student goals, their choice of college, and overall perceptions of the university. Data is analyzed by major and academic discipline to provide a comparison with results from previous years. Institutional policies and procedures may be modified as a result and it also provides a base for attitudinal tracking of students.

Cost: \$260

Description: Cooperative institutional research program (CIRP). This is an nationwide survey (nationally normed) of entering freshmen with approximately 1,300 colleges participating.

Number of students involved: 1,500

Expected outcomes: Data is collected on student attitudes, demographic characteristics, and educational goals. Survey results are distributed to faculty and staff to provide a general understanding of the student body characteristics and nationally normed baseline data for institutional decision makers. Longitudinal and comparative data are utilized to identify changes in the student population.

Cost: \$2,100

Description: CIRP follow-up survey. This is a follow-up survey sent to students who entered college two years earlier and completed the freshman CIRP.

Number of students involved: 1,150

Expected outcomes: The two CIRP surveys provide longitudinal research pertinent to a wide range of issues in higher education. The information is pooled with responses from the other participating colleges to provide nationally normed data on student goals and attitudes.

Cost: \$3,800

Description: Institutional student survey (ISS). This is a locally developed survey distributed biennially to all currently enrolled students.

Number of students involved: 2,100 (30% response rate)

Expected outcomes: Data is aggregated by academic major and discipline to provide comparisons within the institution. It is designed to measure student academic progress, personal growth, and satisfaction with university experiences and to assess the effectiveness of academic programs and services.

Cost: \$995

Description: Graduating student questionnaire (GSQ). This is a locally developed survey which is administered to all graduating students (baccalaureate and graduate level) at the end of each term. Since 1980, it has been required for graduation.

Number of students involved: 1,500

Expected outcomes: This survey includes questions from the SOSS and ISS and allows the institution to track attitudinal changes in the student body, satisfaction with learning experiences, and perceived strengths and weaknesses in the curriculum. By maintaining

longitudinal data and developing profiles of changes in student attitudes or perceptions of university programs and services, the survey provides an excellent tool for self-assessment in terms of performance and effectiveness.

Cost: \$320

Basic skill competency

Description: Writing competency. All students in the first English composition course must pass the writing component of the ACT-COMP. Writing competency is a graduation requirement for all baccalaureate programs and is monitored through this project.

Number of students involved: 1,500

Expected outcomes: Results of the exams are utilized to evaluate the effectiveness of the freshman English composition course. The program ensures that students have the necessary composition skill for success in upper division courses.

Cost: \$8,350

Description: Sophomore exams. Sophomore exams are administered to those completing their second academic year. The ACT Assessment and COMP are retaken at this stage.

Number of students involved: 1,500

Expected outcomes: The exams are utilized to measure growth in general education areas and to provide value-added data on individual students. It is aggregated at the academic discipline level to provide faculty with information on student academic growth and to provide inputs on strengths and weaknesses of the curriculum.

Cost: \$12,100

Knowledge in major

Description: All graduating students are required to take a senior test in their major field. Nationally normed tests, such as the Graduate Record Examination, are utilized when available.

Number of students involved: 1,100

Expected outcomes: The program is designed to ensure that graduates will be nationally competitive and to provide benchmarks for academic program evaluation. Data is collected and analyzed by academic discipline and results are analyzed to identify courses and academic support activities that have a positive impact on student performance.

Cost: \$20,200

Capstone experience

Description: Senior students participate in a senior research project, senior seminar, senior thesis, senior recital, or other appropriate capstone experience.

Number of students involved: 700

Expected outcomes: Faculty and students work together to integrate the academic experience and prepare the student for graduate and professional school or a leadership position. Faculty analyze student performance to determine the effectiveness of the total curriculum (general and specific).

Follow-up surveys

Description: Alumni survey. This survey utilizes an instrument developed by ACT with additional locally developed questions. The survey focuses on alumni satisfaction with academic preparation and related areas.

Number of students involved: 900

Expected outcomes: Alumni survey data is aggregated at the academic discipline level. It is utilized in the evaluation of academic programs and support areas, in accreditation reports, and as a part of the on-going assessment program.

Cost: \$3,600

Description: Employers survey. This survey was developed by Northeast and, while initially focused on teaching graduates, now includes all academic areas.

Number of students involved: 594 employers surveyed.

Expected outcomes: Data are collected from a sample of those who employ Northeast graduates and is aggregated by academic discipline. It provides an assessment of the academic and career preparation of graduates and is used in program evaluation and accreditation reviews.

Cost: \$250

1890 LAND-GRANT UNIVERSITY

Lincoln University

PROJECTS

Admission and placement

Description: ACT program. Each degree seeking, first-time freshman is required to produce an ACT score at the time of entry or before the close of the Fall 1987 semester. The university will administer the ACT residual test to those students who do not have ACT scores.

Number of students involved: 342

Expected outcomes: Data are collected and included in student files, as one aspect of the student's portfolio, and reported to external agencies as appropriate. The test results provide an important source of information about the abilities of entering students both according to major and in general. In addition, the scores will be used as baseline data for comparison purposes, to project need for course sections, adjusting curriculum, and eventually may be used for developmental placement.

Description: University placement tests. Departmentally constructed tests, designed to assess basic competence in reading, mathematics, and writing, are administered to all incoming, degree seeking students, first-time freshmen or transfer, who have not successfully completed college-level English and mathematics courses. A slightly different form of these tests is utilized as exit examinations at the completion of the developmental courses.

Number of students involved: 425

Expected outcomes: Students who do not successfully complete these tests are ineligible for college-level enrollment in the area(s) where failure occurred and must therefore enroll in the appropriate developmental course(s). As an exit examination these measures will be used to assess academic competence with regard to that subject and will also provide feedback information useful in curriculum improvement.

Student surveys

Description: Copies have been provided of the survey instruments used at Northeast Missouri State University as a part of that institution's assessment activities. These materials are being modified for use at Lincoln and, as a result, all persons who enroll for the first time will be surveyed in Fall 1987. Additionally, the institution plans to maintain contact with graduates through a graduating senior questionnaire and an alumni survey.

Expected outcomes: The entering student survey will help determine the basis upon which students make their institutional choice and to assess the value which they attach to their preenrollment experiences with the institution. It should also provide valuable

information for student advisors. The graduation and follow-up portion will provide some measure of program effectiveness and student satisfaction.

General education

Description: Students who have completed 60 college credit hours be required to take a nationally normed test that is identified as a "rising-junior" examination, probably the ACT-COMP. The required credit hours must include the general education requirements.

Expected outcomes: The data generated will be used to assess student competence and progress with regard to general knowledge and skills needed in dealing with issues commonly confronted by adults. In addition, the results will provide information useful for curriculum review and improvement.

Knowledge in major

Description: Students who are enrolled in the last semester of study required for completion of a degree will be required to take a major field exit examination. Departments are currently evaluating and selecting the appropriate standardized measures for this project.

Expected outcomes: These tests will assess the level of academic competence acquired and should provide a measure of the major experience.

COST

The governor has made \$100,000 available to assist Lincoln in getting these programs started. These funds will be used to pay for consultant services, testing materials, computer services, and other pertinent costs. Northeast Missouri State University has offered assistance in the implementation of Lincoln's assessment program, including providing both examples of testing instruments and personnel for consultation. Because of this arrangement with Northeast, budget arrangements are still in the planning stages.

1862 LAND-GRANT UNIVERSITY

University of Missouri

PROJECTS

General education

Description: All four campuses will use nationally normed tests, either the ACT-COMP or the Academic Profile Test (APT) under development by the Educational Testing Service (ETS), to assess the extent to which undergraduates achieve the University's general education objectives.

Knowledge in major

Description: All four campuses will administer senior tests to assess the extent to which students have mastered the content of their major fields. The selection of these assessment instruments will be made by faculty and will involve a variety of instruments, including nationally normed exams as well as locally generated assessment procedures.

Follow-up surveys

Description: All campuses plan to utilize surveys of groups including enrolled students, students who do not return, alumni, and employers to provide assessments of the educational experience at the University from different perspectives.

Writing skills

Description: All campuses recognize the importance of developing writing skills as a measure of the student's ability to reason and think critically and are developing special programs to improve writing skills; in addition, two of the campuses plan special writing examinations as a component of the assessment program.

NUMBER OF STUDENTS INVOLVED

It is expected that significant samples of students will participate in the assessment of general education and writing as well as attitudinal, alumni, and employer surveys. All students receiving baccalaureate degrees, approximately 7,000 per year, will participate in major field assessment.

EXPECTED OUTCOMES

The University's assessment program is designed to improve student learning and to strengthen student preparation for later life. As a result, the expected outcome of this program is to provide an estimate of the extent to which the University is accomplishing its mission, both in terms of general education and knowledge specific to the major disciplines. In addition, the data is expected to stimulate and encourage faculty discussion of curriculum reform and should be useful for internal institutional research purposes.

COST

Expenditure data by project is not available during this implementation period. Specific amounts by campus are: UM-Columbia--\$328,000; UM-Kansas City--\$139,000; UM-Rolla--\$83,900; UM St. Louis--\$183,000. The total University budget for the program is \$733,900.

COMMUNITY COLLEGES

Crowder College

PROJECTS

Placement

Description: Students who are degree seeking, enrolled for more than six hours, or have accumulated more than six semester hours must take one of two assessment instruments. Only first-time, full-time freshmen who have graduated within the last two years are required to take the ACT test. Students in this category who have not taken the test will be given the exam as a residual test. All other students take the ACT-ASSET test, a student advising, placement, and retention service. In addition, all students must state their academic goals (associate degree, certificate, etc.) on their application for admission.

Number of students involved: 657 in Fall 1986

Expected outcomes: The test scores and career information are used in combination with high school performance for three purposes. This data is used primarily for placing students in general education and/or developmental courses. It also serves as the basis for the student's academic advising file and as a basis for institutional research relating to such topics as attrition, class performance, etc.

Basic skills

Description: The mathematics and English departments have developed pretests, in addition to the standardized testing, for all students enrolled in the general education mathematics courses or entry-level English. The mathematics test covers basic math and basic and intermediate algebra. The English test uses short, in-class compositions to examine sentence structure, general composition, etc.

Expected outcomes: Students may be moved either up or down based on test performance. Instructors grade the tests and make recommendations to students to enroll in developmental courses seek assistance from tutors in the Learning Opportunity Center, or in some cases receive advanced placement and/or credit.

USES OF ASSESSMENT DATA

The data collected during the previous year is already being used to evaluate attrition factors, identify high-risk students, and conduct comparisons of student performance in various class sections. These studies have led to an expansion of the developmental education curriculum and to standardization efforts in areas such as freshman composition. A departmental curriculum guide outlining outcomes for freshman English was completed this past summer and a goal is to complete similar descriptions for all other areas of the curriculum.

COST

The costs attributed specifically to the assessment program are \$31,700 for personnel, which includes coordinators, instructors, and a paraprofessional, whose salaries are in part dedicated to assessment, and \$7,511.50 for materials including tests, software, and other related materials.

East Central College

PROJECTS

Placement

Description: First-time entering students are encouraged to take the ACT test on national testing dates. Those who do not have an ACT score will be tested residually. In addition, the ACT Institutional Profile Report Service will continue to be utilized.

Skill level

Description: The ACT will be administered to a sample of 50 students as an outcome instrument for comparison with entry scores during the spring of 1988. In addition, pretest/posttest instruments are being developed for use in developmental English and mathematics classes to be administered during the spring semester.

Follow-up studies

Description: The follow-up studies of the success rates of students who begin in developmental studies coursework will be continued. Plans include the development of a survey instrument to sample certificate, Associate of Applied Science (AAS), and Associate of Arts (AA) degree alumni satisfaction with programs, specifically developmental services, to be administered in Spring 1988. East Central's follow-up study for transfer, AAS, and certificate graduates will continue as will the updating of information for 1984-87 graduates.

COST

The college is in the process of reorganization and, as a part of that process, is proposing to develop a collegewide assessment center. Administratively the center will be part of student personnel services and will deal with all forms of assessment. Because this is still in the planning stages, budget figures are currently unavailable.

Jefferson College

PROJECTS

Placement

Description: English skills. All students who enroll in English composition I must take this test during the first week of class.

Number of students involved: 1,320

Expected outcomes: This test is used to determine the basic English skills of all students in composition courses. All students must score above a certain level to complete the required English composition course, thus no one can earn an associate degree without passing this test. Those scoring below a certain level are transferred to the basic writing skills course.

Cost: \$1,600

Description: Math skills. An examination is given to students enrolled in basic and intermediate mathematics, college algebra, and trigonometry. Acceptable substitute assessments, such as appropriate high school courses, can also be used.

Number of students involved: 840

Expected outcomes: This program is used to determine math skills for students in algebra courses in order to place them in a mathematics course suited to their skill level.

Cost: \$1,100

Description: Learning center assessment. Testing is done to determine the basic skill levels of students in English, mathematics, and reading. Posttests are also given.

Number of students involved: 1,350

Expected outcomes: Students are placed in appropriate learning center (remedial) courses based on the results of this testing program. Posttesting, at the end of the courses, is designed to ensure achievement of college level skills.

Cost: \$6,750

Program admission

Description: Tests are administered in several AA and AAS programs to determine student skill levels for entrance into the program. These include associate degree (ADN) and practical nursing (PN), animal health technology (AHT), electronics, technical mathematics, automotive technology, and the police academy.

Number of students involved: 410

Expected outcomes: The examinations in the ADN, PN, and AHT programs are designed to measure specific skills related to the program and are one of several criteria considered for entrance. The testing in electronics and technical mathematics measures math skill levels related to these programs and is necessary for admission in the absence of an appropriate alternative. The automotive technology measure determines reading levels of freshmen in the program and those with low scores are required to complete reading improvement to advance to the sophomore year. The police academy test measures the physical skills which are necessary for police work and the successful completion of this physical assessment is necessary to complete police academy training.

Cost: \$2,668

Advanced placement

Description: Optional subject matter examinations are available in over 40 subjects that students may take to prove proficiency in particular course areas.

Number of students involved: 200

Expected outcomes: Successful completion of an examination results in from three to nine semester hours of credit in a particular subject area.

Cost: \$2,200

Other assessment

Description: Assessment is required of students involved in the Job Training Partnership Act (JTPA) programs to determine reading and other basic skill levels. In addition, assessment is administered to adult basic education (ABE) students to determine their readiness to take the GED.

Number of students involved: 320 in reading; 192 in basic skills; 650 in GED.

Expected outcomes: Reading testing results are used to determine acceptance into the JTPA programs. The basic skill testing is used to place students in classes that are individualized to assist in skill improvement. The ABE program encourages students to reach certain levels of proficiency before attempting to take the GED.

Cost: JTPA-\$2,880; ABE-\$3,750

Metropolitan Community Colleges

PROJECTS

Basic skills

Description: By Fall 1987, five locations will have the necessary equipment, software, and supplies to administer, score, record, and employ for student placement, the results of the ACT-ASSET device, a student advising, placement, and retention service.

Number of students involved: 5,750

Expected outcomes: These instruments measure basic competencies in reading, language usage, and numerical skills. The results are used immediately for advising students during registration and to provide an opportunity to inform students of the academic support services available. In addition, it will generate a data base for information reports and future research and will be used to more efficiently schedule course offerings.

Cost: \$36,575

Director of assessment/research

Description: To direct and support the development of a comprehensive plan for assessment of student outcomes, an administrative position will be added in 1987-88. This person will lead a faculty committee in developing the processes needed for establishing program entry competencies, designing student outcome measures, and disseminating information on student assessment for planning and decision-making purposes.

Expected outcomes: This position will provide coherence to the assessment activities at five locations, ensure the appropriate transfer of data from college to district data processing systems, and design, conduct, and report research on student outcomes measures. In addition, this person will assist faculty in the development of assessment devices in the programs and disciplines of the district.

Cost: \$61,000

Business/industry/agency (BIA) project

Description: All AT&T employees participating in a customized retraining program, developed in response to needs expressed by AT&T and the Communication Workers of America, will be assessed in reading, numerical skills, and language usage before beginning the program. This project is an example of the assessment activities engaged in by the College.

Number of students involved: 2,000

Cost: Borne by the Alliance for Employee Growth and Development.

Regional assessment conference

Description: In recognition of the growing need to develop efficient and effective assessment techniques, MCC personnel are investigating the possibility of an assessment conference to share problems and solutions related to the measurement of student outcomes.

Mineral Area College

PROJECTS

Placement

Description: ACT program and residual testing. The college is a testing center for all five national testing dates for the ACT and offers residual testing for students who have not taken the ACT but have decided to attend college. Both programs result in the same data.

Number of students involved: ACT-600; ACT as residual-150

Expected outcomes: The test data is used by counselors and advisors to determine proper student placement in mathematics, English, and reading courses. Those who take the regular ACT receive letters of interpretation of scores, if requested, and those involved in residual testing are asked to contact a counselor for score interpretation.

Cost: ACT-\$4,000; Residual testing-\$5,750

Description: Learning center assessment. Students who have failed to take a standard entrance exam or have not been skill assessed for five years or more are required to undergo assessment testing of mathematics, English, and reading skills in the learning center. The mathematics and English language tests were both developed in-house and reading skills are tested using the Nelson-Denny reading test.

Number of students involved: 750

Expected outcomes: The data are utilized to place students in courses appropriate to their skill level in these basic areas. Sequencing students properly in mathematics, English, and reading courses is expected to improve retention rates. Because of low test scores, some students are encouraged to consider a three year plan whereby they attend classes in developmental studies for a year before attempting regular academic courses.

Cost: \$8,500

Description: Entry-level class assessment. Students enrolled in entry-level courses in several departments (English and reading, mathematics, technology, business and office education) are assessed upon enrollment to determine whether they have been properly placed. A student that has been incorrectly placed, by the faculty members' determination, is counselled to move from one level of instruction to another, either higher or lower, usually after one week of classes.

Number of students involved: 275

Expected outcomes: Not only does this process ensure proper placement of students but it also provides an identifiable profile of student achievement in several skill areas.

Cost: Borne by normal instructional budget.

Description: Vocational evaluation center. All potential and current vocational-technical students can utilize the center's services to determine both their capabilities for and interests in various vocations. The program has two full-time staff members who utilize Valpar, Singer, and other tools to measure interests, aptitudes, and abilities.

Number of students involved: 250-300

Expected outcomes: This project discovers student misconceptions regarding their capabilities and interests and allows counselors, after reviewing student performances, to discuss realistic career objectives.

Cost: \$43,000

Outcome assessment

Description: A task force of departmental chairpersons will develop a document reflecting the expected knowledge, skills, and values which a Mineral Area College graduate should have. Plans are for the task force to make a decision during the 1988-89 academic year regarding an instrument to measure those qualities. During the 1989-90 academic year, random samples of entry-level and graduating students will be tested to determine the effects of the college's educational program.

Moberly Area Junior College

PROJECTS

Placement

Description: ACT. The ACT test will be required of all full-time students with 14 or more credit hours and part-time students who have accumulated 14 credit hours, have declared a major, or have enrolled in a degree program. Residual testing will be administered by Moberly Area Junior College (MAJC) for students without scores.

Number of students involved: Regular - 430; residual - 97

Expected outcomes: This project should provide data useful in predicting college success and providing career self-investigation for students. Its greatest uses will be to counsel students on career and academic choices and to provide data for the CBHE.

Cost: \$1,000

Description: ASSET. MAJC will utilize the ACT-ASSET program (a student advising, placement, and retention service) to test all students prior to accumulating 14 credit hours, students enrolled in 14 or more credit hours, and/or any student wishing to enroll in English I, exposition, or college algebra.

Number of students involved: 668

Expected outcomes: The purpose of using the ASSET test is to identify potential high risk students and thereby improve retention rates by providing appropriate mandatory placement in developmental and regular courses in English, reading, and mathematics. In addition, it will provide demographic data on the student body and continued development of the norms necessary for more sophisticated placement.

Cost: \$4,303.40

Description: Entrance exam for practical nursing. The test will be required of all students making application to the practical nursing program.

Number of students involved: 60

Expected outcomes. This test will be used as one of the criteria for selection into the practical nursing program because of its ability to predict student success in that program.

Cost: \$450

Career counseling

Description: A self directed career search will be recommended for all students uncertain of their educational goals.

Number of students involved: 150

Expected outcomes: This search is expected to provide an avenue for exploration of various occupations by students thereby providing counselors with better career interest information.

Cost: \$1,575

St. Charles County Community College

PROJECTS

Placement

Description: Students entering degree programs (that have not already taken the ACT) are instructed to complete the ACT exam and those enrolling without having taken the test are required to register for the October examination. (St. Charles Community College was established as national testing center in June 1987.) Students that have been out of high school for ten years or more are permitted to waive the test.

Number of students involved: 173 took June 13 test administered by the college.

Expected outcomes: The ACT measures a student's understanding of English, mathematics, social studies, and natural science. The information gained from the test will help develop an improved student data base which counselors can draw upon when advising students on educational opportunities. In addition, it can provide data for student "success factor" studies.

Cost: No direct expense incurred by the college.

Description: The College Board's assessment series, Assessment and Placement Services for Community Colleges, will be used to determine basic skill levels in reading, writing, math computation, and elementary algebra. It will be administered to all incoming students who desire to enroll in an English or mathematics course or are enrolled full-time in a certificate or degree granting program. Students transferring college credits in English or mathematics are exempt.

Number of students involved: 523

Expected outcomes: The basic objective of this effort is to help place students in courses that are geared to their present level of learning thereby reducing course selection guesswork, in-class frustration, and academic failure. Data collected will be used to identify students with reading deficiencies, for placement in English and math courses, and to provide planning information for academic administrators.

Cost: \$2,213.22

St. Louis Community College

PROJECTS

Placement

Description: Basic skills. All degree-seeking students and students who are registering for courses in reading, English (writing), or mathematics are required to take the College's assessment tests. Exceptions are made for students with documentation of sufficient skills in these basic areas. Although the testing is administered at the campus level, this is a college-wide project.

Number of students involved: 11,500

Expected outcomes: Based upon the test results, students are counseled regarding course placement in developmental programs available at each campus.

Description: Vocational and career evaluation. Each campus conducts various assessment services to identify student interests and aptitudes as they relate to vocational and career choices. In addition, Florissant Valley surveys students who use that campus' assessment center regarding academic goals, skills, and interests.

Number of students involved: Approx. 6,500 including all campuses

Expected outcomes: These testing services are designed to assist students in career and other program areas in skill development, career choice, counseling/placement, and tutoring.

Program evaluation

Description: Reading program evaluation. A comprehensive evaluation of the developmental reading program will take place during 1987-88.

Number of students involved: 600

Expected outcomes: This evaluation will review the academic progress of students who were recommended for developmental reading and completed the program compared with those students who were recommended for the program but did not complete it. The results will be used to enhance the developmental reading program.

Description: English placement test. This is a study, to be undertaken during the 1987-88 academic year, to determine the validity of the new English placement test scores. The relationship between students' reading placement test scores, their writing placement scores, and their performance in Introduction to College Writing will be examined.

Number of students involved: 1,000

Expected outcomes: Results will be used to determine whether a combined reading/writing placement score is a more accurate prediction of success than either score by itself. This should help improve assessment, placement, and instruction in developmental writing.

Dissemination of student information

Description: For 1987-88, a project designed to provide feedback of assessment data to feeder high schools will be developed at one campus.

Number of students involved: 2,600

Expected outcomes: This project should provide useful information to high school faculty and administrators in determining the skill level of their graduates. As a part of this project, high school GPA, first semester college GPA, and campus placement test scores will be examined.

Outcomes

Description: Several specific outcomes assessment activities occur on an ongoing basis at the college. These include the use of a comprehensive program evaluation model, including feedback from several interested groups; evaluation of staff personnel and of administrative, instructional, and student services; follow-up studies of career program completers, transfer students, and various categories of nondegree seekers; and specific evaluations of placement assessment activities (both basic skill and vocational) and the college's academic alert program. In addition, material developed for the 86-87 North Central Association review have been employed to improve the overall effectiveness and efficiency of the college.

Description: Career program. A comprehensive competency based education system is being developed for the career program. This system will be specifically related to student outcomes and the accomplishment of certain basic competencies in each program. The initial phase of this system is anticipated to be completed during the 1987-88 academic year.

Description: MACJC recommendations. The college supports the assessment recommendations described in the Quality Assessment report published by the Missouri Association of Community and Junior Colleges (MACJC). The report presents a three-year plan for the development of a comprehensive assessment model with the first year calling for the implementation of assessment programs for all AA and AS programs, and associated students and faculty.

COST

The college spends approximately \$250,000 to \$300,000 per year for various assessment activities. In addition, the college continually seeks alternative funding sources to support assessment. The initial phase of the career program evaluation will cost approximately \$100,000 with the college seeking outside matching funding. Implementation of the MACJC program will cost approximately \$50,000.

State Fair Community College

PROJECTS

Placement

Description: Admission application. Beginning with the Spring 1987 enrollment, the application for admission form used by the institution was revised to include questions which better determine student's educational objectives and plans for accomplishing them. This information will be collected for all students except for those taking continuing education or customized training classes.

Number of students involved: Approx. 800 students each semester

Expected outcomes: Data will be used to serve as baseline information on student success, provide a basis for programmatic planning, identify areas of need for services, and to realistically assess retention and student success in light of their initial educational goals.

Cost: \$956

Description: Placement testing. To assess basic entering skills in math, reading, and English, the college utilizes a two-part strategy. First, an ACT composite score is required for entering students who are pursuing a degree or enrolling in a math or English course. In addition, a developmental program is being designed to identify individual skill levels of underprepared students and to provide appropriate instruction. In Fall 1987 initial placement (utilizing the ACT) is being followed by this diagnostic testing, using both departmentally and nationally developed instruments, to refer students for remediation and further individual skill assessment.

Number of students involved: From 2,462 for departmental math tests to 160 in developmental English laboratory.

Expected outcomes: A major objective of this project is improvement of the retention and completion rate for underprepared students. Data is used for initial placement and advisement (ACT), to determine readiness for college-level work (diagnostic), and as a baseline for determining the academic growth a student has achieved.

Cost: \$4,059.60

Faculty evaluation

Description: Since 1984-85 student evaluation of instruction has been conducted using the IDEA system, an instrument provided and processed by Kansas State University. Results are reported based on the stated objectives of the course in comparison with similar courses and with all courses in the data base for comparable institutions.

Number of students involved: 2,137 students in 142 classes (86-87)

Expected outcomes: Results are reviewed by instructional deans and the course instructor to help identify areas of strength and areas in which staff development can improve faculty performance.

Cost: \$715.56

Staff evaluation

Description: Professional and support staff are evaluated by their immediate supervisor utilizing both performance and professional development criteria. Administrative personnel complete a self-evaluation. In addition, a process for faculty evaluation of instructional deans was designed and tested during Spring 1987.

Expected outcomes: This program is intended to assure continued growth for all college personnel and to determine that quality of service consistent with the institutional mission is provided. While not intended to be punitive, unfavorable findings may result in various actions to effect improvement in performance.

Cost: \$478.12

Program evaluation

Description: A proposal for program effectiveness review, expansion, and development criteria, which includes follow-up studies of graduates, has been adopted by the college and will be initially implemented during the 1987-88 academic year. The major criteria for program evaluation include general program objectives, student mix, external factors, key internal factors, potential sources of funding for new or expanded programs, and a summary of program review findings.

Number of students involved: 865 graduates during 1987-88.

Expected outcomes: Data will identify educational needs and develop long-range plans for providing facilities, personnel, and equipment to deliver the programs essential to fulfilling the mission and goals of the institution. Student assessment is inseparable from a thorough review of program effectiveness.

Cost: \$1,714.41

Student advisement

Description: State Fair is implementing a computer advisement package designed to provide counseling and advisement personnel with access to individual student data. This data base will provide information such as GPAs, programs of study, transcribed credit, test scores, and graduation checklists for use in informing students of educational expectations (degree requirements, entry-level skill, etc.). In addition, a freshman orientation program will be initiated to provide students with information about their college experience.

Number of students involved: 1,200 each semester, 600 summer students. freshman orientation-40 each fall

Expected outcomes: The intended outcome of both projects is to provide improved access to information and services that will result in students' successfully setting and achieving academic goals.

Cost: \$15,400

Remediation

Description: This pilot project, designed to improve methods for assisting and monitoring the progress of remedial language students, includes students who are enrolled in basic writing skills classes as a result of having low ACT and diagnostic writing scores. A combination of traditional and computer assisted instruction, self-paced progress, and individualized testing in areas of mechanical and grammatical review in a laboratory setting is planned.

Number of students involved: 80 in sample, 80 in control group

Expected outcomes: The primary objectives are to assess the students' mastery of specific concepts at frequent intervals and to increase the students' potential for persistence measured by a decrease in the attrition rate by at least 10 percent during the semester. Their progress will help determine the effectiveness of instructional methods in meeting underprepared students' needs and aid them as individuals in preparing for college-level work.

Cost: \$1,360

Dissemination of student information

Description: Two projects are underway to improve the college's ability to provide information about its students. The first is the completion of the conversion of the management information system from a hard-copy to a computerized record system, allowing the generation of institutional research which can be shared with students, the public, and other agencies. The second reports student progress in college to the students' sending high schools through ACT.

Number of students involved: All currently enrolled students.

Expected outcomes: The computer system will track applicants and mail them the information necessary to enter a college program as well as providing information for student advisement and institutional program and service planning. The ACT reports will assist high schools in determining the skill levels of their graduates.

Cost: \$104.57

Student surveys-continuing education

Description: A survey form, consisting of questions assessing the quality of instruction and degree of student satisfaction with the class, will be used to evaluate each continuing education and customized class offered in a nontraditional format. Evening division classes are evaluated using the IDEA survey and a survey indicating the reasons for taking the course in question.

Number of students involved: 1,340 in short courses, 600 in customized training, and 1,220 in evening division.

Expected outcomes: Major objectives of these surveys are the evaluation of adjunct faculty and the quality of instruction and as an aid in planning the next year's schedule of offerings.

Cost: \$1,590.60

Student surveys

Description: To determine the effectiveness of student services, a sample of students from randomly selected classes will be given the ACT assessment survey with results tabulated and reported by ACT. In addition, a locally developed survey will be administered to a sample of students, faculty, and administrators to address services not included on the ACT instrument. Tentative plans also include a survey of alumni similar to the ACT instrument.

Number of students involved: 750, including 200 alumni.

Expected outcomes: The purpose of these surveys is to provide annual comparative data to gauge the quality and effectiveness of such services as advisement, placement, financial aid, food services, and academic support services to students.

Cost: \$1,174.64

Assessment center

Description: During FY 1988, the Department of Elementary and Secondary Education provided funding for a pilot comprehensive assessment center. Services include achievement and interest testing to supplement existing Job Training Partnership Act (JTPA) placement mechanisms. The center will provide a centralized, open-entry testing lab with the capability of on-site group testing.

Number of students involved: 125 JTPA clients and 125 college students

Expected outcomes: Data will be used to place participants in appropriate training and/or academic programs and will include counseling based on test results for directing career choices and entry-level program selection.

Cost: \$100,000

Three Rivers Community College

PROJECTS

Placement

Description: Testing for recommended course placement has been in place for all full-time students pursuing degrees since 1968. Although course placement is not mandatory, completion of the test battery is required for all new full-time students, for those full-time students transferring fewer than fifteen semester hours, and for all part-time students meeting the admission requirements who wish to enroll in a math or English course. Therefore nearly all students complete the tests in English, mathematics, and reading which make up the placement battery, although it may not be at initial enrollment. Although the ACT is not required for admission, students who have ACT scores are advised based on those scores and are not asked to complete the in-house test battery.

Student goals

Description: Identification of students' educational goals upon initial enrollment has been underway for all students since 1986. To provide for better data utilization, part of the project for this year will involve separating data for first-time freshmen from other student groups. This will assist in defining the educational goals of that specific group and the improvement of the orientation to and explanation of the self report forms.

Personnel evaluation

Description: A comprehensive plan for evaluation of all personnel is in place. Faculty and the administrative/professional staff are evaluated either formally or informally on a rotating schedule on an annual basis. The purpose of this process is the improvement of instruction and programs/services to students as well as providing assistance in making traditional personnel decisions.

Program evaluation

Description: Although this has been handled informally for several years, beginning with the 1987-88 academic year a five year cycle for evaluation of transfer and career programs will be formalized. The first program areas will be evaluated in the spring of 1988. Factors considered in this evaluation include the quality of instruction, program effectiveness and efficiency, and centrality to the institutional mission. Assessment of student satisfaction with instruction occurs routinely as students are asked to complete course evaluations. No course is evaluated less than once a year in this fashion.

Exit survey

Description: It is anticipated that during 1988 an evaluative instrument to assess graduates' satisfaction with instructional/educational, administrative, and student-oriented services will be developed. This has long been the practice in occupational areas however it is apparent that a more comprehensive approach is needed. In continuing education courses where it has not been previously implemented, evaluations will be updated to better reflect the degree of student satisfaction with both the course and instruction in meeting student goals.

Monitoring student progress

Description: Although no comprehensive formal plan for advising and monitoring individual student progress currently exists, the first step toward improvement in this area was made last year with the total revision of the "Advisor Resource Manual" and a subsequent faculty training session on the overall advising process. Plans for the coming year include the development of a formal process for monitoring student progress.

EXPECTED OUTCOMES

It is the intent of all evaluative procedures to improve or enhance the offering to students, whether it is a course, a program, or a service. It is anticipated that the results will reflect the accomplishment of the mission and objectives of the institution. As with any evaluation, areas for improvement will be revealed.

COST

All projects will be carried out by presently employed staff thus making it extremely difficult to assess specifically related expenditures by project. Some projects are already being carried out, some only need improvement, and others will be started from the beginning. Consequently, an estimate of the man-hours that will be spent or the amount of materials necessary is difficult, if not impossible, at this time. Completion of the first year of the project will afford a better perspective on costs.

Trenton Junior College

PROJECTS

Placement

Description: ACT testing. ACT scores are required of all degree- and certificate-seeking students, as well as all others who desire to enroll in English or mathematics courses. Any students who initially enroll without prior testing are tested residually.

Number of students involved: 200 on a residual basis.

Expected outcomes: The increased awareness of student needs which results from this testing will allow improved advisement toward more appropriate program and career selection, thereby improving student retention. In addition, the data will affect curricular revision and should provide the basis for the improvement of instruction.

Cost: \$2,100 for residual testing.

Description: Follow-up testing. Students who score below established minimum standards on specific sections of the ACT are required to take follow-up placement tests.

Number of students involved: 150

Expected outcomes: The data that results from this program are used to more appropriately place students in courses according to their skill levels. This results in fewer failures and withdrawals from classes and improved preparation for jobs and/or transfer. The data are also used to make curricular adjustments, in response to student needs, and improve instruction.

Cost: \$3,000

English skills

Description: All students enrolled in the English I course are tested both at entry to and exit from the class.

Number of students involved: 175

Expected outcomes: This project allows an individually designed regimen for English skills development to assure an appropriate level of achievement on exit from the class and quality language skills for graduates.

Cost: \$1,250

USES OF ASSESSMENT DATA

In addition to student advisement and placement, assessment data are used for both short and long range curricular planning, as an

assurance of appropriateness of instructional levels, and as a major element of general institutional assessment. Additionally, Trenton offers a range of individual assessment opportunities that are provided to students according to needs, either self perceived or by recommendation of staff or faculty, and paid for by the student.